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Program of the English Department

By ROBERT H. CARPENTER

New Trier Township High School, Winnetka, Illinois

The English Department of New Trier Township High School offers a variety of courses to meet the needs of students with a wide range of interests and abilities. Although almost 90 per cent of each year's graduates go on to college or to special training, these college-bound people show great differences in aptitude and background, and those not going to college require attention. Like most modern high schools, New Trier is proud of its holding power: of those who enter, almost all stay on to graduate. In English, as in other subjects, courses are designed to hold and help all types of students.

New Trier Township High School is a four-year high school enrolling about 2500 students. Most of these come from four villages of the Chicago North Shore suburbs: Wilmette, Kenilworth, Winnetka, and Glencoe. Each of these villages has its own separate elementary system, with its own board of education and administration. While the boards and administrators of the village schools and of the high school cooperate informally, there is no legal link to bind them together. Besides students from the four village systems, New Trier has a number of students from neighboring non-high school districts. Each year, moreover, a large number of students enter because their parents, having moved to Chicago for business reasons, choose to live in the township.

The name "Winnetka" has long been familiar to those who watch developments in American Schools. In this article Mr. Carpenter, who is head of the Department of English in Winnetka's New Trier High School, describes the present status of the English curriculum in one of the nation's best schools. Although much of the New Trier curriculum may not be suited to other schools or practicable in them, teachers even in smaller communities may get some helpful ideas from the course descriptions.

Three years of English are required for graduation from New Trier High School, but the fourth year is strongly advised for all who are going to college. Thus, all but a few students take four years of English.

Ability grouping is the accepted practice in all departments of instruction at New Trier, and for each semester the English Department has sections at several levels. No student, however, remains necessarily in the same ability group throughout his four years. In fact, the aim is to push students up in their group classification whenever possible. A student may be shifted at any time if his teacher, his adviser, the department head, the adviser chairman, and the dean approve the change. Results of standardized tests, performance in class, personal considerations, and parental wishes are all taken into account in deciding whether to move a student up or down in his ability level classification. Teachers and personnel officers spend a great deal of time in conferring with students, with parents, and with each other in seeking the proper placement for each student. Incidentally, a student's placement in his English section may be different from his placement in other departments. The plan of ability grouping, therefore, operates constantly to promote the student's adjustment, not to confine him in a rigid classification.

In the sections for the academically less gifted students, the first provision is to assign teachers interested in working part of the day with such people. These teachers then spend a great deal of time in individual work with slow students in order to develop in them confidence, pride, and tactful manners. Great patience is required. An even disposition is indispensable. Genuine respect for what each student may become is necessary. The teacher's program must be balanced with assignments for part of the day to other classes of greater capacity for academic work. In short, teachers for the slow learners are not chosen primarily for their ability to think up new devices or approaches or materials. Rather, they are sought for their interest, sympathy, nervous stamina, gentle firmness, and patience.

In general, a teacher is not assigned to the same class sections year after year, nor does he have all of his classes at one grade level. Exceptions are made in a few cases with certain types of correlated courses and courses giving special preparation for the College Board Examination. In the main, however, teachers have a variety of assignments over the years and thereby keep acquainted with the whole departmental program.

The Student Handbook offers a brief description of the work in each course, and a mimeographed outline provides a detailed guide to the work to be included. Each teacher has considerable latitude; he may alter the time or emphasis devoted to certain units. Teachers are encouraged to develop new units of instruction, and even new courses. Right now, a committee of teachers is reorganizing the work of the first semester of the freshman year to make it essentially a How to Study course.

Electives are available in each year. Top ranking freshmen may choose between a correlated course in English-Science-History and an enriched English course. Sophomores of the same type may choose between a correlated course in world history-world literature and a rapidly moving section in English. Juniors may elect Journalism in place of one year of English, with full credit. Seniors may elect the "v" course in world literature, the Great Books course, public speaking, the modern novel, or a course in drama studying plays both as literary pieces and as stage productions. Any interested student may elect the course in debate, but he must take it in addition to his main English course. A student at any year level may supplement his work in English by choices from a number of courses in Dramatics and Speech. The offering of electives serves the same purpose as the providing of ability groups; that is, promoting the student's adjustment to school and life.

The school takes pains to find out how its graduates get along in college. Grade reports on New Trier graduates come from colleges and universities after each quarter or semester. Each November the superintendent writes a letter to every graduate of the preceding June asking for comments on the college preparation the school provided. Different members of the faculty visit or correspond with institutions where many graduates attend. Teachers attending professional conventions confer with college faculty members. At vacation times many graduates return to the school and tell of their experiences in adapting to college academic life. The English Department follows all such reports closely and modifies courses as seems necessary.

The New Trier English Department has been strongly influenced by recent developments in the College Board Examination in English. Three teachers have been readers for the Board, and their experiences have led to the development of a composition rating scale used throughout the department. The department has cooperated in giving three experimental forms of a new essay type test to large numbers of students and having members of the department grade the papers. One teacher composed a trial form of

the chief question recently appearing on the College Board Examination in English (the proof reading test) and discussed it in an after-school meeting with all students intending to take the College Board examination. Through departmental meetings and in committee work the influence of such experimentation has reached all teachers in the department.

Book reports, at least three each semester and more for the abler students, are a standard requirement. Reading lists are provided for each year, but teachers are also alert to individual interests and capacities and suggest books accordingly. Reports are usually written outside of class (under the honor system of the school) but may be given orally or written in class at the discretion of the teacher. The amount of reading required prevents a student from taking two English courses at once except by permission of the department head.

Supervision of the work of twenty-two teachers is not primarily a matter of classroom visiting. In fact, the department head does very little of that. Departmental meetings once a month help unify efforts, as do meetings of the committees for the four year levels. Other committees for special purposes (correlated courses, examinations, new textbooks, reading lists, etc.) bring teachers into teamwork. In all of these the department head has a part. But the chief way in which he pulls efforts together is in conversation with individual teachers. The head must get around and talk with teachers frequently in school time or after school. Without embarrassment and without undue pressure, the teacher and the head can talk of the current program and see what needs to be done—by the individual or by the department.

Brief descriptions of the courses offered each semester, as listed in the Student Handbook, follow.

ENGLISH

1. *English-Science-History 1 Aaa-1Baa*

A correlated course open to selected freshmen. This is really three courses in one and gives credit as if it were three major courses. It emphasizes individual and group investigations and reports with extensive practice in note taking, and it prepares students for the departmental examination in English. The three teachers work closely together in correlating materials and activities, including oral English and dramatics.

2. *English 1Aaa-1Baa*

The basic course open to selected freshmen who wish to emphasize creative writing. It stresses individual and group activity in writing projects and choric verse speaking. It provides drill in grammar, usage, spelling, punctuation, and sentence structure to prepare students for the

departmental examination. Developmental reading and appreciation of literature are included in the course.

3. *English 1Aa-1Ba*

The basic course for freshmen. It develops reading skills and habits, appreciation of literature, and ability in composition. It provides intensive drill in grammar, usage, spelling, punctuation, sentence structure, and paragraph organization. A one paragraph theme is required each week. Each student must pass a departmental examination at the end of the year in order to receive credit for 1B.

4. *English 1Ax-1Bx*

The basic course for freshmen. This is much the same as English 1Aa-1Ba except that substitutions may be made for some of the more difficult materials in reading and drill.

5. *English 1Ar-1Br*

A course designed primarily for deficient readers. A classroom library provides books to meet the levels of reading proficiency and reading interests of high school freshmen who need remedial work in reading. The students are prepared for the departmental test at the end of the year.

6. *English 1Axx-1Bxx*

A course designed for students who have had great difficulty with all phases of the language. It emphasizes extensive reading for pleasure and gives drill in intensive reading along with vocabulary building, oral reports, and proper use of the dictionary. The course includes some functional grammar. It also emphasizes practical letter writing and techniques for giving reports in classes other than English. The instructor does considerable personnel work in making better persons as well as better students.

7. *English-Social Studies 2Av-2Bv*

For sophomores of highest abilities, on recommendation of teachers of English-Science-History 1Baa or English 1Baa. The course is designed to give a knowledge of the currents of thinking and social philosophies of the 17th, 18th, 19th, and 20th centuries as evidenced in the literature, art, music, and political and social progress of mankind. Class work includes study of English and history texts, supplemented by art lectures, musicology lectures, library projects, audio-visual aids, and extensive outside reading in literature. Students are prepared for the departmental examination in January.

8. *English 2Aa-2Ba*

A continuation of the first year basic course but at a more difficult level. Each student must pass a departmental examination at the end of the first semester in order to receive credit for 2A. The examination consists of two parts: (1) a composition and (2) a standardized test of grammar, usage, spelling, and punctuation. In the second semester the emphasis shifts to study of literature and a unit in speech.

9. *English 2Ax-2Bx*

Practically the same as English 2Aa-2Ba, except that substitutions may be made for some of the more difficult reading materials or drills.

10. *English 2Axx-2Bxx*

A course for students who still have great difficulty with the technical aspects of the language. It includes practice in oral reading, silent reading, writing from dictation, short original compositions, spelling drill, and some discussion activities. The compositions and discussions are keyed to utilizing the abilities of the students so as to make their lives valuable at school and elsewhere.

11. *English 3Av-3Bv*

A combined course in literature and composition with enriched offerings for the academically superior students. Class work involves study of literature by types and practice in critical thinking and writing. A long investigatory theme is required in the second semester. The student is introduced to a wide range of ideas and is encouraged to develop a questioning, searching attitude.

12. *English 3Aa-3Ba*

A course offering both composition and the study of literature during each six week grade period throughout the year. It requires one composition a week and a long research paper during the second semester. The literature studied is mostly American, studied as to type. The course aims to give students a realization of our American literary heritage.

13. *English 3Ax-3Bx*

The same general course as English 3Aa-3Ba with adaptations of individual assignments to the needs and abilities of the students. The requirements are similar, and the same textbooks are used.

14. *English 3Axx-3Bxx*

A course adapted to the needs of students having great difficulty with various phases of language. It stresses the writing of both social and business letters and remedial reading. It includes units in reading newspapers and magazines intelligently. The work is highly individualized to strengthen each student in the particular kind of work that he needs most.

15. *Journalism 3A-3B*

A course for students particularly interested in journalistic writing. It provides abundant practice in various forms of such writing, including weekly assignments for the school newspaper. The study of American literature is included. The course gives regular credit for third year English. With permission of the department head, a student may take this course in addition to another English course at the same time.

16. *English 4Av-4Bv*

Designed for the accelerated group, with emphasis on preparation for the College Board Examinations. Prerequisite: English 3Av and 3Bv or permission of the dean and the department head. This is a combination of composition and the study of world literature. The first semester includes study of masterpieces of Greek, Roman, Italian, and French literature in translation; the second semester emphasizes English literature, particularly the 19th century poets. Essential parts of the course are vocabulary building and grammar review. The writing is mostly expository, consisting of literary criticism and source themes, though it also includes original poems, stories, and essays.

17. *English 4Ad-4Bd*

A combined course in English and dramatics which may be elected as a substitute for English 4A-4B. It offers study of some of the finest plays, ancient and modern, as literature and as theater productions. The course includes the study of acting and of stage design. It gives adequate college preparation.

18. *English 4A1-4B1*

Popularly known as the "Great Books Course." It may be elected as a substitute for English 4A-4B by students who have had better than average success in former English classes. The course is designed to develop accuracy in reading, writing, listening, and speaking by studying the great masterpieces of world literature from Plato to modern times. A weekly discussion and composition form part of the course, with emphasis always on reading for ideas.

19. *English 4Aa-4Ba*

Primarily the study of English literature, with frequent book reports and compositions. In chronological order or by types or by topics, at the discretion of the teacher, the great English writings from *Beowulf* to the present are considered. In certain sections (cp) the work emphasizes preparation for College Board Examinations and college proficiency. Continued practice in composition is an essential part of the course.

20. *English 4Ax-4Bx*

Generally the same as English 4Aa-4Ba but with added drill in the "tool" aspects of English for college preparation.

21. *Debate*

An elective open to students of any year, giving major or minor credit according to the quality and quantity of the work accomplished. The first semester includes analyzing a proposition, gathering evidence, constructing briefs, and composing and delivering speeches. The second semester emphasizes argument, refutation, and debate strategy. The course requires much outside reading each semester. The school debating teams are chosen from the members of the class.

DRAMATICS AND SPEECH

1. *Dramatics I*

For freshmen only, it emphasizes creative and informal acting, introducing the student to the whole field of dramatics.

2. *Dramatics IAd*

For freshmen who have had Dramatics I, it continues the content and purpose of the previous course.

3. *Dramatics II*

Open to upperclassmen who have had no previous dramatics. It is an introductory course. Beginning with group and individual pantomimes, it continues with original scenes, improvisations, and adaptations of scenes from novels, stories, and plays.

4. *Dramatics IIAd*

Open to upperclass students who have had Dramatics I, IAd, or II. It continues the content and purpose of Dramatics II.

5. *Dramatics 3A and 3B*

Each semester is open to juniors and seniors who have had one previous semester of Dramatics. Through individual and group projects, and class activities the student gains knowledge of theater history, and also experience as an actor-director and make-up artist.

6. *English 4Ad and 4Bd*

Open to seniors only. 4Ad is a prerequisite for 4Bd. This combined English and Dramatics course offers a two-fold approach to the study of great plays, both old and modern. They are studied as literature and also as theater productions involving acting and scene design. This major credit course also gives preparation for college.

7. *Voice and Diction II*

Open to freshmen and sophomores. Planned to develop a speaking voice that is clear, pleasant and effective.

8. *Voice and Diction III*

Open to juniors and seniors, or sophomores who cannot fit II into their program. Helps develop a clear, pleasant and effective speaking voice.

9. *Oral Reading 3A and 3B*

Open to juniors and seniors who have had one semester of Voice and Diction or Dramatics. Suitable selections of poetry and prose from English and American Literature are read orally and studied for thought, content, and interpretation. 3A is a prerequisite for 3B.

10. *Verse Speaking Choir*

Open to sophomore, junior or senior girls who have had one semester of Voice and Diction and/or who pass a try-out test. A member may continue as many semesters as she wishes. A deeper appreciation of poetry is developed. The choir makes frequent public appearances.

11. *Radio Acting and Announcing 4A and 4B*

Open to juniors and seniors who have had one semester of Voice and Diction, after consultation with the instructor. Using studio and professional radio techniques the student learns voice production and microphone technique. He may direct radio shows, and experiment with sound effects, creative writing and acting. 4A is a prerequisite for 4B.

12. *Public Speaking 4A and 4B*

Open only to seniors. This course stimulates clear thinking and effective speaking, and develops poise, bodily action and voice. Principles of speech and composition are stressed. The student is prepared to meet actual speech situations. May be taken in addition to other senior English courses, or in a few cases as a substitute for them upon recommendation of the adviser. 4A is a prerequisite for 4B.

13. *Speech Correction and Lip Reading*

Open to any student selected by the speech correctionist from those referred to her by teachers or those selected from the yearly speech survey. Through private and semi-private instruction the student develops more effective and acceptable communication.

Twenty Questions

The editor will welcome articles, short or long, that suggest answers to any of the questions listed below. If you have been rather successful in meeting one of the perennial or one of the new problems in English teaching, please share your recipe with other teachers. It is primarily through such sharing that the teaching of English can move ahead. Won't you take a few hours from the early part of your summer vacation to help other teachers?

1. What do you do about "outside" reading?
2. What effect has television had upon your students, and how have you learned to live with it? Can you make it an ally rather than an enemy?
3. How do you make literature attractive to a class that seems to be interested mainly in athletics, clothes, and the opposite sex?
4. What effect does the imminence of military service have upon your older boys, and what do you do about it?
5. Some teachers complain that moral standards among their students are lower than they have ever been. How do you instill ethical and moral values in these uncertain days?
6. How do you bring retarded readers up to the level that they can attain?
7. How do you help good readers to become still better readers?
8. What special provisions do you make for your most able students? How can these provisions be made without segregation?
9. Young teachers generally worry about disciplinary problems. What suggestions can you offer such teachers?
10. What is your school doing about its grading system and about the much-debated question of automatic promotion?
11. What unit in literature have you found unusually successful?
12. What unit combining reading, writing, speaking, and listening has been unusually successful?
13. What "classics" are still read in common by your students, how do you justify their inclusion, and how do you teach so that your students profit from the study?
14. In a non-segregated senior class how do you proceed so that college preparatory and non-college students profit about equally?

15. If your students do little or no reading in common, how do you conduct the class?

16. What procedures have you found most useful in a class that is larger than it should be?

17. What suggestions can you offer a beginning teacher who will have to coach plays?

18. What audio-visual materials do you consider most useful, and how do you employ them?

19. How do you interest your students so much in a particular author or type of literature that they will continue to read independently?

20. What suggestions for saving time in preparing lessons, conducting classes, and grading papers can you offer a beginning teacher?

"YOUR OPPORTUNITY"

Both you and your older students may find helpful information in *Your Opportunity*, an annual catalog which lists grants, fellowships, scholarships, awards, prizes, loan funds, competitions, and other opportunities in many fields such as library work, social work, teaching, travel, writing, art, engineering, and industry. The large 222-page catalog for 1952-53 may be obtained on 10-day approval from Your Opportunity, P.O. Box 41, 73 Adams Street, Milton 87, Massachusetts. The price is \$3.16 paperbound, \$3.96 clothbound.

HAVE YOU ORDERED YET?

English teachers are expressing considerable interest in the March and April *Bulletins*, the two issues devoted to evaluating student themes. You will recall the recommendation that classroom lots of these issues be procured so that students may look objectively at themes written by others and see what points are considered in evaluating them. The below-cost price is fifteen cents a copy in lots of ten or more. Have you ordered yet?

The Minutes of the Executive Board Meeting Illinois Association of Teachers of English

The executive board of the Illinois Association of Teachers of English met Saturday, March 21, 1953, at the Carson, Pirie, and Scott Tea Room, Chicago, Illinois, for a breakfast meeting. Twenty were in attendance.

The president, Miss Alice Grant, called the meeting to order. The secretary's minutes of the October sessions were read and approved. The treasurer reported a balance of \$2109.90. The vice-president, Mr. Wilmer Lamar, called the roll of the district leaders, who made reports of the work in their various areas.

Miss Margaret Adams reported that the Midwest English Conference will be held April 10-11 at Northern Illinois State College, Dekalb, Illinois. The executive board of the I.A.T.E. was especially invited.

Dr. Charles W. Roberts, seconded by Dr. Charles Willard, made the motion that authorization be given to send the officers of the I.A.T.E. to the conference on April 10-11. The motion carried.

Miss Isabelle Hoover reported sending cards regarding a district meeting of the Western area. Miss Dorsett, in lieu of Miss Hochstrasser, reported an English group meeting at the Eastern Illinois Conference in December.

Dr. Willard presented the general plan for the fall meeting. The general pattern followed in 1952 was suggested: Friday afternoon, Friday evening, and Saturday morning sessions. The date was in question.

Miss Margaret Newman, seconded by Miss Mary Miller, made the motion that the date of the October sessions be left to the program committee. Motion carried. The secretary was to notify the *English Bulletin* and *Illinois Education* offices as soon as the date was decided.

Dr. J. N. Hook reported that the booklet form of the map was being reordered. It was suggested that a reduction in price be made to 1953-54 members. Dr. Hook, seconded by Dr. Willard, made the motion that the booklet form of the map be made available to members for \$1.00. The motion carried. Dr. Hook announced that the results of the theme grading evaluation project would be published in the March and April issues of the *Bulletin*. A larger issue with a paper cover would constitute the *Bulletin* for those two months. A special price of fifteen cents (\$.15) is to be offered to schools that order ten or more copies; otherwise, the price is twenty-five cents (\$.25). Dr. Hook made a plea for contributions of articles for the *Bulletin*.

As chairman of the Curriculum Committee, Miss McHarry reported that the book-list project was under way and various schools had been contacted for a revision of the booklist according to a definite plan set up by a steering committee. Mr. Lamar, seconded by Dr. Roberts, made the motion that a recommendation be made to publish the report of the project in the *Bulletin*. The motion carried.

Led by Dr. Hook, a discussion was held concerning the certification of teachers of English; hours of college preparation; other state requirements; teacher load in classroom and extra-curricular activities. It was decided that there was a need for a more active program in the districts. Dr. Willard, seconded by Miss Miller, made a motion that the recommendations made by Dr. Hook be studied. The motion carried.

The NCTE Conference in Los Angeles was announced for November. Miss Hoover, seconded by Miss Newman, made the motion that the Association prepare and set up an exhibition booth at the conference. The motion carried. Since few members will be able to attend because of the distance, it was suggested that former Illinois people living in that area be contacted.

The president appointed the following nominating committee: Miss Mina Terry, Miss Margaret Newman, and Miss Isabelle Hoover.

It was suggested that a committee of past presidents be formed to act in an advisory capacity. Miss Newman, seconded by Miss Anderson, made the motion that a committee be appointed to revise the constitution to be voted on at the fall meeting. Motion carried. The president announced a committee would be appointed.

The meeting adjourned.

Respectfully submitted,
MAUDE E. DORSETTI, Secretary

FALL MEETING

The Program Committee has selected October 2 and 3 as the dates for the fall meeting of the I.A.T.E. Since a football game is scheduled for October 3, it will be advisable for you to make arrangements for a room as early as possible. Write directly to any of the hotels or motels in Champaign or Urbana.

Editorial

At its March meeting the Executive Council of the I.A.T.E. took what may be a significant step forward. It voted to begin a study of two problems affecting English teachers and English teaching: the problem of teacher load and that of teacher certification.

Let us look at part of the background of each problem. First, teacher load.

1. Studies have demonstrated that effectiveness of teaching and learning declines when the number of students in an English class exceeds approximately 25. The optimum size is apparently in the low twenties. But today, classes of 30 to 35 are not uncommon, some teachers have classes of 40, and in a few schools classes of 45, or even more, exist. Given five classes of 35 students each, 175 students in all, no teacher, regardless of desire or ability, can possibly help many students individually or put into practice the methods of good teaching that modern educational theory recommends.

2. The business and professional world constantly asks the schools to prepare students who can organize their thoughts and express them coherently in speech or writing, with reasonable regard to current usage in sentence structure, punctuation, word choice, and spelling. In only one way can students learn to write well: by writing a great deal and by having their writing criticized constructively in considerable detail by someone who knows what good writing is. But helping students in the process of writing is time consuming; even more time consuming is the careful analysis (often miscalled "grading") that should be given each paper if students are to improve noticeably and consistently in their writing. If a teacher has 175 students, and each student writes one paper a week, and the teacher spends a modest ten minutes in reading each paper and commenting upon it, the total time required is over 29 hours a week. Add to this the 30 or more hours a week spent in the classroom, homeroom, or assembly hall; add a perhaps insufficient 10 hours for lesson preparation; add 10 or more hours for co-curricular activities, teachers' meetings, and other professional responsibilities; the total is an impossible 79-hour week. But a teacher is physically no stronger than the electrician who will work no more than 40 hours without special compensation. Forced to cut the work-week in some way, the overburdened teacher reduces the amount of writing done by his students; when students do write, the teacher marks the papers hurriedly, often penciling merely

"Good" or "Poor" in lieu of a helpful but time-eating comment. Result: the students learn little about writing.

In a large class, speaking opportunities are also curtailed. Perhaps a half dozen already articulate students dominate discussions, while the thirty who especially need practice get only occasional chances to be heard. Although the use of small groups, panel discussions, and the like will spread somewhat the opportunities to speak, a student in a large class may still get only half as much chance to express himself orally as he would get in a smaller class.

3. Because English is related directly or indirectly to many co-curricular activities, in numerous schools the English teacher more often than any other is called upon to sponsor or guide these activities. No one would complain if the English teacher were given only his full share of such time- and energy-consuming responsibilities. But in schools where the English teacher has three co-curricular chores and the other teachers average one, something is wrong. In schools where the English teacher spends fifteen hours a week in coaching plays, working with the newspaper and annual staffs, sponsoring a club or a class, and so on, and where other teachers average three or four hours a week on their co-curricular activities, something needs adjustment.

4. The National Council of Teachers of English is reinvigorating its committee on teacher load. The Iowa Association of Teachers of English is vigorously pressing for lighter teaching loads in English. In Texas, legislation has been introduced to limit to a specific figure the number of students that may be taught by one English teacher. So far we in the I.A.T.E. have done nothing but agree upon a couple of pious resolutions (November 3, 1945): "To improve the high-school English program and the English used by high-school graduates be it resolved: . . . 3. that a minimum of one short written composition be required in *all* English classes every week; this will of course necessitate reducing the teaching load; 4. that the size of high-school English classes be kept as nearly as possible to a maximum of 25 students so that all students can be given more effective training in spoken and written English."

Copies of these resolutions and six others were sent to Illinois high school principals and presidents of school boards. They may have had some effect. But today, faced with ever-growing numbers of students, we need more than resolutions. We need decisive action by school administrators and boards of education, or by the State

Department of Education, or by accrediting bodies, or by two or more of these agencies working cooperatively. Your Association hopes this time to do more than pass resolutions.

The second problem, that of teacher certification, may be treated more briefly. At present a college graduate who has earned 16 semester hours of college credit in English (including required freshman composition) may teach English in the secondary schools of Illinois. A few especially energetic and able teachers, through extensive independent reading and study, may qualify themselves as good teachers of English despite their having so few academic credits in the subject. Some members of the I.A.T.E. may have no more than 16 hours in English and may be teaching successfully. But by and large, the teacher who has planned to teach physical education, music, mathematics, or something else, and who has taken 16 hours in English merely because he had to minor in something, is not well prepared when he is shoved into an English classroom. English is at least a tripartite subject: reading (literature), speaking, writing. Detailed special knowledge and skills are required in all three areas. The person with only 16 hours of credit does not have sufficient opportunity to acquire this knowledge or to develop these skills.

Some other states have done or are doing something about this problem. Maryland and West Virginia now require 24 semester hours for teachers of English; the District of Columbia requires 30 hours; North Carolina, which probably has the strongest and most professional-minded association of English teachers in the United States, requires 30 hours. Virginia has increased its requirement from an unbelievably low 12 hours to 18, and the V.A.T.E. is agitating for a further increase to 24. Iowa and other states are also moving toward higher requirements for certification.

One of the 1945 I.A.T.E. resolutions bore upon this problem but nothing further has been done: "5. that all teachers of English have training in speech, grammar, and composition as well as in literature."

Any action that may be taken concerning certification will not, of course, affect the status of anyone already certified. The Association is looking toward the future, toward a time when *all* teachers of English will be adequately prepared for one of the most important and difficult types of teaching.

It is possible that nothing will come of these two forward-looking projects of the I.A.T.E. Maybe we shall merely be talking to ourselves, crying on one another's shoulders. If success does come, it will be only as a result of a long-term cooperative effort.

We must get the attention of administrators, school board members, parents, community leaders, the State Department of Education, and possibly accrediting groups such as the North Central Association. The help of every teacher of English is needed. May your Association count on you? The editor, as chairman of what has been nicknamed the "Whither Committee," would like to receive your reactions and your suggestions. If you don't care, don't write. If you do care, please let your attitude be known.

LITERARY MAPS

The original printing of four hundred cloth-bound copies of *Illinois Authors*, with the map on thin paper inserted in a pocket, has been exhausted, and a new printing has been made. If you would like a desk copy, or extra copies for your library, the Executive Council has voted to make the bound volume available to members at a price of \$1.00 a copy. The price to non-members is \$2.50.

If your school offers prizes or awards to students who take part in literary or other contests, why not suggest that the map of *Illinois Authors*, on heavy paper, be considered for all such awards? The price is \$1.50.

Perhaps you know of English teachers who are not members of the I.A.T.E. Please remind them that joining the Association will entitle them to a free copy of the map.

